Oscar Palmer Robertson Academy

Location High Priority Needs Zones 2, 4, and 10
Indianapolis-EAST

Prospectus Charter Application
Presented to:
Mayor Gregory Ballard
Indianapolis, Indiana
March 20, 2015

A charter proposed by Educating Children Matters, Inc.

Charter Applicant Information Sheet

Legal name of organization applying for the charter: Educating Children Matters, Inc.

Name of proposed school: Oscar Palmer Robertson Academy

Applicant's authorized representative: Yvonne Bullock, Ph.D.

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Location of school: Indianapolis West

School district of location: Indianapolis Public Schools

Anticipated opening date: August 3, 2015

	School Year	Grade Levels	Maximum Enrollment*
First Year	2015-16	K-3	**240**
Second Year	2016-17	K-4	**300**
Third Year	2017-18	K-5	**350**
Fourth Year	2018-19	K-6	**400**
Fifth Year	2019-20	K-7	**450**
Sixth Year	2020-21	K-8	**500**
Seventh Year	2021-22	K-8	**500**
Maximum	*Adjusted due to budgetary constraints		**500**

Is the school single gender or coeducational? The Oscar Robertson Academy will be serve boys and girls in a coeducational learning environment.

Target Student Population: At-Risk and Underserved Students

Charter School Description: Oscar Palmer Robertson Academy will provide curriculum and instruction that focuses on Science, Technology, Engineering, Arts, and Mathematics (STEAM) disciplines using 21st century learning skills that support the academic and creative talents of students, while preparing them for college and careers in these high demand fields. The STEAM curriculum will incorporate inquiry and project-based learning strategies that support critical thinking, collaboration, creativity, innovation, and problem solving skills combined with a strong literacy foundation to enhance student achievement across content areas.

Brief explanation of mission of proposed charter school. In one or two sentences provide a clear statement that defines the purposes and nature of your school:

The **mission** of Oscar Palmer Robertson Academy is to nurture the academic and creative talents of students through Science, Technology, Engineering, Arts, and Mathematics (STEAM) with a strong literacy foundation to ensure the achievement of all students, and prepare them for high school, college, and careers in a 21st Century global workforce.

Are you planning to work with a management organization? No

If so, please indicate name of management organization: Not applicable

Do you have a new design idea or an existing idea? Existing Idea: Science, Technology, Engineering, Arts, and Mathematics (STEAM)

Signature of Applicant's Authorized Representative

Yvonne Bullock March 5, 2015

Signature Date

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Narrative

I. Vision

A. Mission

The **mission** of Oscar Palmer Robertson Academy is to nurture the academic and creative talents of students through Science, Technology, Engineering, Arts, and Mathematics (STEAM) with a strong literacy foundation to ensure the achievement of all students, and prepare them for high school, college, and careers in a 21st Century global workforce.

Oscar Palmer Robertson Academy will provide a rigorous, standards-based curriculum and instruction that focuses on Science, Technology, Engineering, Arts, and Mathematics (STEAM) disciplines using 21st century learning skills. The STEAM curriculum will incorporate inquiry and project-based learning strategies that support critical thinking, collaboration, creativity, innovation, and problem solving skills to solve real world challenges, combined with a strong literacy foundation to enhance student achievement across content areas. Positive Behavior Interventions and Supports and Response to Intervention and Instruction will enhance the social and emotion growth of students and foster a positive school climate and culture.

B. Need

Science, technology, engineering, and mathematics are skills students need to develop to be competitive in a global marketplace and to enhance our economy. The Program of International Student Assessment (PISA) conducts surveys of what 15-year-old students know, and can do with what they know across 34 nations with a focus on reading, mathematics, science, and problem solving (Organization for Economic Cooperation and Development, 2012). The PISA results from 2009 and 2015 indicate high school students in the United States slipped from 25th to 31st in mathematics, from 20th to 24th in science, and from 11th to 21st in reading according to the National Center for Educational Statistics (Weisenthal, 2013).

Indiana has a large achievement gap between White, Hispanic and African American students. According to NAEP, 51% of White fourth grade students were proficient in math compared to 29% of Hispanic and 15% of African American students. This gap also exists in the percentage of students proficient in science: 41% of White fourth grade students were passing compared to 15% of Hispanic and 9% of African American students. This gap is also similar among students in eighth grade as well. This supports the need for greater emphasis on STEAM education.

There is a need to increase the number of African American and Hispanic students participating in STEM college programs and careers. There is a need to increase the number of females in STEM college programs and careers. Research indicates that women represent nearly 50% of the workforce, but represent only 25% of the STEM workforce. Research indicates that in addition to the underrepresentation of women in the STEM jobs, African-Americans and

Hispanics are underrepresented in STEM jobs. In 2011, 6 percent of STEM workers were African- American, which is a 4% increase over the last 40 years. Hispanics represent 7% of STEM workers, which is a 5% increase since 1970 (Brooks, 2013). It is projected that by 2018, there will be 8.6 million STEM jobs available. It is also estimated that 3 million of those jobs will go unfilled due to the lack of highly skilled workers (U.S. Department of Commerce, 2011). A deep understanding of math and science is critical to the success of students beyond school to expand career options and increase their earning power.

Oscar Palmer Robertson Academy will start early by exposing students to science, technology, engineering, and math skills through arts integration needed to prepare them to take advanced placement math, science, and engineering courses in high school, and continue their pursuits in college programs that lead to STEM careers. Oscar Palmer Robertson Academy will be located on the east side of Indianapolis, where communities lack (1) a school with a curricular focus on STEAM and (2) high quality school options for families and their children.

STEAM Focus as an Innovative Choice

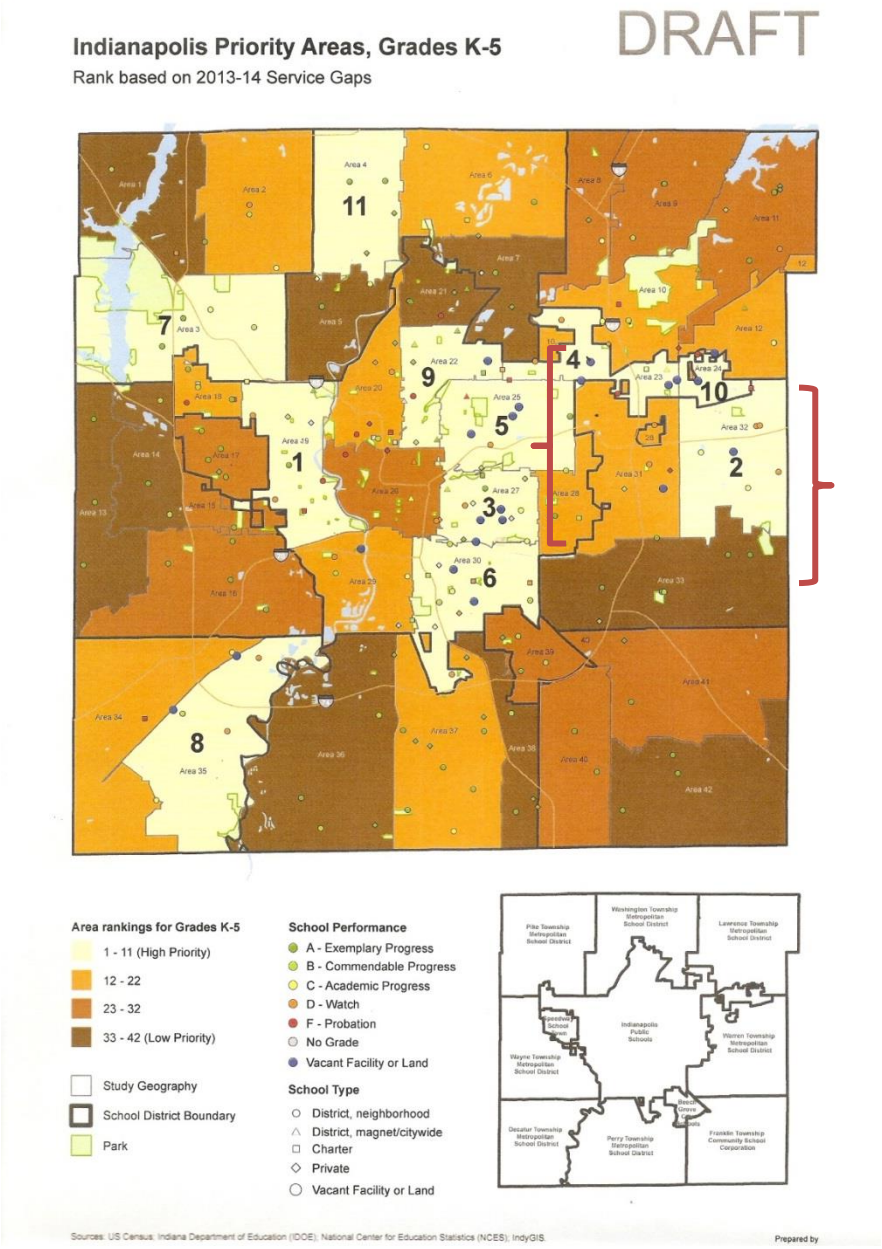
STEAM is an acronym for Science, Technology, Engineering Arts, and Mathematics. This focus is the same as STEM, with the integration of the Arts. STEAM engages students in the study of science and mathematics taught through the integration of engineering, technology, and the arts. The arts stimulate and develop the imagination, critical thinking, and refines cognitive and creative skills (Maeda, 2012). Science and mathematics are delivered through inquiry and project-based learning grounded in real world issues and challenges. Reading/Language Arts and Social Studies are incorporated using an interdisciplinary approach for instructional delivery. Classrooms are student-centered, where students work in collaborative groups, pairs, and independently to become self-directed, life-long learners. STEAM reinforces life skills such as articulating a vision, making decisions, planning and goal setting, creating possibilities and learning to solve problems for real world issues and challenges. STEAM builds self-confidence and self-discipline. Students learn to take responsibility for completing tasks from start to finish. STEAM reinforces values and develops skills such as collaboration, communication, team building, respect for alternative viewpoints, and an awareness and appreciation for different cultures and traditions.

Demographics of Surrounding Schools

Demographics	Indianapolis Public	Lawrence Township	Warren Township	Washington Township	State
Poverty	83.9%	58.9%	68.5%	57.0%	52.1%
Minority	83.0%	72.9%	71.1%	69.1%%	33.0%
Limited English Proficient	13.5%	11.0%	6.8%	14.8%	4.4%
Students with Disabilities	18.7%	12.1%	15.3%	13.2%	9.6%

Source: http://compass.doe.in.gov/dashboard/overview.aspx

Oscar Palmer Robertson Academy is considering locating in the east side of the city. Data from the Indiana Department of Education suggest there are a significant percentage of families in poverty as determined by the free and reduced lunch status of students. This data also suggest a high percentage of minority students in each district compared to the state, and a proportion of students that are Limited English Proficient or student with disabilities. Research conducted by IFF, identify high priority needs areas that expand to the most eastern parts of Indianapolis that include Indianapolis Public, Lawrence Township, Warren Township, and Washington Township Schools. More specifically, as identified on the map below, there are service gaps in zones 4, 10 and 2. There is only one charter school in zone 10. This map suggests a population base to support another charter school in this area. The academy anticipates serving students from these surrounding communities and is committed to providing students and their families with services to ensure their success.



Performance of Surrounding School Districts

ISTEP+ % passing	Indianapolis Public	Lawrence Township	Washington Township	Warren Township	State
English/LA	64.3%	74.0%	78.8%	73.9%	80.0%
Math	69.1%	80.7%	82.6%	78.4%	81.0%
Science	41.0%	52.0%	70.0%	50.0%	70.0%
AYP Status	**D**	**A**	**B**	**C**	

Data is based on the 2013-2014 Report Card-percentage of students passing.
Source: http://compass.doe.in.gov/dashboard/overview.aspx

Data from the Indiana Department of Education suggest there are two high performing school districts in the area of this proposed charter school. Lawrence Township School District has a letter grade of "A" based on the Final PL 221 accountability status, which is a one letter grade increase over the previous year. However, the English/Language Arts scores are below the state. Math scores are comparable to the state, and science scores are significantly below the state.

Washington Township School District has a letter grade of "B" based on the Final PL 221 accountability status, which is a one letter grade increase over the previous year. However, the English/Language Arts scores are slightly below the state. Math and science scores are comparable to the state.

Warren Township School District has a letter grade of "C" based on the Final PL 221 accountability status, which is the same letter grade over the past several years. However, the English/Language Arts scores are below the state. Math scores are slightly below the state and science scores are significantly below the state.

Indianapolis Public Schools has a letter grade of "D" based on the Final PL 221 accountability status, which is a one letter grade increase over the previous year. English/Language Arts, math, and science scores are significantly below the state. Overall, there is room to improve the percentage of students passing English/Language Arts and math. The percentage of students passing science across these districts and the state validates the need to provide high quality instruction using the STEAM focus.

Oscar Palmer Robertson Academy will attract students from each of the four districts identified based on a rigorous standards based curriculum that incorporates inquiry and project-based learning strategies that support critical thinking, collaboration, creativity, innovation, and problem solving skills centered around science and math content areas that integrate engineering, technology, and art design, combined with a strong literacy foundation to enhance student achievement across content areas. The STEAM focus will enrich learning beyond the traditional classroom instruction provided in the surrounding districts.

Targeted Student Population and Achievement Gap

Indianapolis Public	**Reading**	**Math**	**Science**
White	77.06%	80.45%	60.0%
African American	58.49%	64.27%	31.0%
Hispanic	66.04%	74.33%	45.0%
Limited English Proficient	58.81%	69.95%	31.0%
Students with Disabilities	43.62%	55.20%	22.0%
Free/Reduced Meals	63.12%	69.33%	38.0%
Lawrence Township	**Reading**	**Math**	**Science**
White	88.70%	93.06%	80.0%
African American	65.57%	75.11%	39.0%
Hispanic	62.61%	74.96%	34.0%
Limited English Proficient	55.17%	70.12%	23.0%
Students with Disabilities	49.78%	65.38%	23.0%
Free/Reduced Meals	64.64%	75.61%	38.0%
Warren Township	**Reading**	**Math**	**Science**
White	83.56%	86.49%	68.0%
African American	65.51%	72.26%	36.0%
Hispanic	73.52%	78.59%	50.0%
Limited English Proficient	66.17%	74.42%	32.0%
Students with Disabilities	54.34%	62.47%	39.0%
Free/Reduced Meals	69.29%	76.06%	42.0%
Washington Township	**Reading**	**Math**	**Science**
White	93.71%	95.85%	93.0%
African American	72.77%	76.06%	60.0%
Hispanic	62.76%	74.77%	59.0%
Limited English Proficient	56.58%	70.86%	46.0%
Students with Disabilities	60.31%	65.72%	55.0%
Free/Reduced Meals	69.84%	75.47%	59.0%

These data points represent percent passing ISTEP+, IMAST, ISTAR, and ECA Scores
Source: http://compass.doe.in.gov/dashboard/overview.aspx

The targeted population of the Oscar Palmer Robertson Academy will include At-Risk and underserved students from the surrounding districts. Although, the performance of Lawrence Township, Washington Township and Warren Township suggest they are performing at an average to exemplary level, there are significant achievement gaps among students and subgroups in each of these school districts. In ***reading,*** there is a 19%-23% gap among White and African students, a 10%-26% gap among White and Hispanic students, a 17%-37% gap

among White and Limited English Proficient students, and the gaps among students with disabilities and students in poverty are just as prevalent. In ***math,*** there is a 14%-19% gap among White and African students, a 6%-21% gap among White and Hispanic students, a 11%-25% gap among White and Limited English Proficient students, and the gap among special needs and students in poverty just as significant. In ***science***, there is a 29%-41% gap among White and African students, a 15%-46% gap among White and Hispanic students, a 36-57% gap among White and Limited English Proficient students, and the gaps are just as prevalent among students with disabilities and students in poverty. These staggering achievement gaps substantiate the need to incorporate inquiry and project-based learning strategies that support critical thinking, collaboration, creativity, innovation, and problem solving skills for real world challenges. Oscar Palmer Robertson Academy will nurture the academic and creative talents of students through Science, Technology, Engineering, Arts, and Mathematics (STEAM) with a strong literacy foundation to ensure the achievement of all students, and prepare them for high school, college, and careers in a 21st Century global workforce.

C. Goals

Oscar Palmar Robertson Academy is committed to maintaining high academic and behavioral standards that are rigorous, yet attainable. The Board will embrace all academic, financial, and organizational goals as identified in the Mayor's Performance Framework. The following academic and operational goals are identified to ensure student and staff success, and a thriving and sustainable model that can be replicated in the future:

Academic Performance Goal 1:

- Students will demonstrate proficiency in Science and Math.
- Students will demonstrate an annual measureable growth rate of at least 1.25% in science and math.

Academic Performance Goal 2:

- Students will demonstrate mastery of foundational K-3 Indiana Reading standards by the end of third grade, and demonstrate proficiency in Reading.
- Students will demonstrate an annual measurable growth rate of at least 1.25% in Reading.

Operational Performance Goal 1:

- The academy will maintain a stable enrollment by retaining at least 95% of students enrolled at each grade level.

Operational Performance Goal 2:

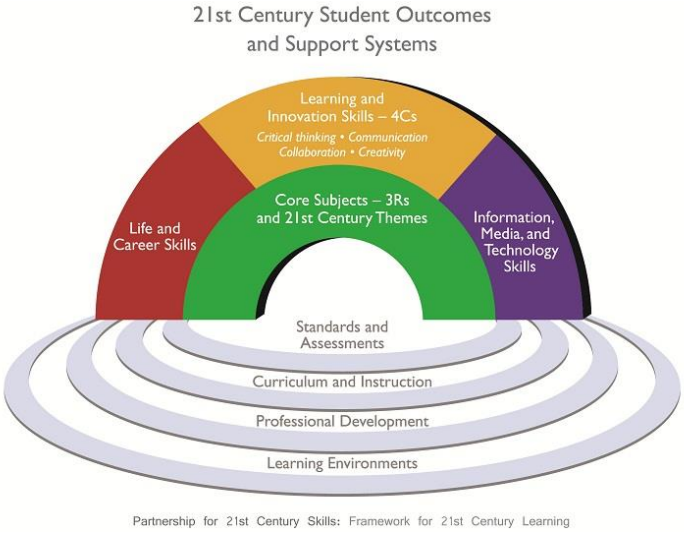
- The academy will maintain at least five business and/or community partnerships to support instructional programs, student enrichment, and staff professional development.

Further details will be provided in the full application to address assessment tools and targets used to assess the performance of goals. Continuous efforts for improvement will occur when the founding Board of Directors is in place. The Board will identify a set of goals and benchmarks to appropriately measure the effectiveness of the Board, Director, and Academy.

II. Educational Services Provided

A. Educational Model

Oscar Robertson Palmer Academy will implement a STEAM educational model, which focuses on Science, Technology, Engineering, Arts, and Mathematics. Using a rigorous standards-based curriculum, STEAM will engage students with hands-on experiences in the study of science and mathematics taught through the integration of engineering, technology, and the arts. The arts will stimulate and develop the imagination, foster creativity and innovation skills, and refine critical thinking, collaboration, and communication learning skills. Science and mathematics will be delivered through inquiry and project-based learning grounded in real world issues and challenges. Reading/Language Arts and social studies will be incorporated using an interdisciplinary approach across all content areas for instructional delivery. The integration of reading and writing across content areas will provide a strong literacy foundation to ensure that students are reading on grade level by the end of third grade. Classrooms will be student-centered, where students work in collaborative groups, pairs, and independently to become self-directed, life-long learners. STEAM will reinforce career and life skills such as articulating a vision, making decisions, planning and goal setting, creating possibilities and learning to solve problems for real world issues and challenges. STEAM instruction will build students' self-confidence and develop self-discipline. Students will learn to take responsibility for completing tasks from start to finish. STEAM will reinforce values and develops skills such as collaboration, communication, team building, respect for alternative viewpoints, and an awareness and appreciation for different cultures and traditions. The academy will implement Positive Behavior Interventions and Supports (PBIS) and Response to Intervention and Instruction (RtII) to enhance the social and emotion growth of students and foster a positive school climate and culture. Overall, the STEAM education model will provide students with 21st Century learning skills that prepare them for advance placement high school courses, and STEM related college programs needed to enter the STEM workforce.



School Calendar

Oscar Palmer Robertson Academy will operate on an extended school year academic calendar of 189 days of student instruction, which is almost two weeks longer than their peers in surrounding school districts. In addition to the extended school year calendar, the academy will offer summer school programs to provide remediation for students in reading and mathematics, in conjunction with an enrichment science, engineering, technology, and arts design summer program in collaboration with community partners. Summer school will last four weeks, or 19 school days with a day off due to the Fourth of July Holiday. Students will have access to a total of 208 days instruction and learning during the calendar year. Students will enjoy the month of July for relaxation and rejuvenation to begin another school year. The academy will provide 20 professional development days for teachers that include one week before the start of the school year and one week at the end of the school year. The remaining professional development days will be during the school year.

Hours of Operation

The hours of operation on a regular school day at Oscar Palmer Robertson Academy will be from 8:00 a.m. to 3:45 p.m. Students will be engaged with instruction seven hours per day with 30 minutes for lunch and 15 minutes for recess. This is a total of 35 hours per week and a total of 1,323 hours of instruction per school year, which is 225 additional hours beyond the Indiana Department of Education requirement of 1,098 hours per school year. These additional hours equate to 32 additional school days per year. A student attending Oscar Palmer Robertson Academy from Kindergarten through Eighth grade would actually receive one and one-half additional years of instruction compared to the tradition calendar and school day of surrounding school districts. The academy will provide before and after school care, which will be available through the assistance of the academy community partners. After school enrichment opportunities such as Robotics, Lego, Computer Design, Math Minds, Science Minds, and Book clubs will be available to students. Tutoring and homework support will also be provided to support the academic needs of students. Extra-curricular and athletic activity options such as Spanish, Mandarin Chinese, Violin, Piano, Ballet, Drama, Gymnastics, Soccer, Tennis, Golf, Basketball and Baseball may be offered on a semester basis, with the exception of foreign language, which may be offered for the entire year, so every child can find an activity of interest.

School Schedule

A typical school day schedule at Oscar Palmer Robertson Academy will include 120 minutes of balanced literacy instruction, 90 minutes of math instruction, 60 minutes of science and health instruction on alternating days, 60 minutes of engineering instruction, 45 minutes of intervention or enrichment (Success Time), 45 minutes of Fine Arts (art, music), computer instruction, library instruction and physical education on alternating days of instruction, 45 minutes of computer instruction on alternating days, 30 minutes for lunch and 15 minutes for recess.

The schedule below identifies the time, day, and subjects taught in a typical school day.

Times	Subjects	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-10:00	Balanced Literacy and Social Science	X	X	X	X	X
10:00-11:30	Math	X	X	X	X	X
11:30-12:30	Science	X		X		X
11:30-12:30	Health		X		X	
12:30- 1:15	Lunch/Recess	X	X	X	X	X
1:15- 2:00	Success Time	X	X	X	X	X
2:00- 2:45	Specials	Art	Music	Computer	Library	Phys. Ed.
2:45- 3:45	Engineering	X	X	X	X	X

A Day in the Life of a Student at Oscar Palmer Robertson Academy

Joy is a third grade student at Oscar Palmer Robertson Academy and Mrs. Brown is her teacher. Joys is a former student of the Indianapolis Public School district. Her mother is a single working parent who expressed an interest in Joy attending a STEAM school at the recruitment fair. Joy enjoys hands-on activities like science experiments. Joy's mother shared that joy watches the science channel and tries experiments at home, so she felt that the STEAM academy would be a good fit to meet the needs of her child.

Morning

7:30-8:00 Joy arrives at school and she is greeted at the front entrance by a classroom assistant and the Academy Director. Joy walks to the cafeteria to have breakfast. Breakfast ends at 8:00 a.m. and she walks to the gym to meet Mrs. Brown. If Joy finishes breakfast early, the can go to the gym and sit with her grade level classmates. Joy lines up with her classmates at 8:00 a.m., and follows Mrs. Brown to the classroom.

8:05 Joy goes to the closet to hang up her coat and book bag then she goes the charging station to retrieve her laptop and puts in on the table where she and her team sits. Morning announcements are delivered over the intercom. Mrs. Brown reviews the goals and objectives for the day and responds to any questions or concerns Joy may have before the lesson begins.

8:15-10:00 Joy listens to the story read by Mrs. Brown and participates in class discussion of the mini lesson. Joy takes her reading book to the back table to work with Mrs. Brown in the guided reading group. After group, Joy works on her response and reflection journal where she writes about what she learned in the story she read with Mrs. Brown. Joy completes her mini lesson activity sheet and shares her responses with the class. Joy gets out her favorite book reads independently until time for work. Joy updates her reading log. Joy participates in the word work

activity at the white board. Joy puts her reading materials away for the next lesson.

10:00 Joy lines up, and follows Mrs. Brown for the restroom break.

10:05 Joy returns to the classroom and gets out her math folder.

10:00-11:30 Joy is learning how to solve multiplication word problems. Joy watches Mrs. Brown demonstrates how to solve the word problem and participates in the class discussion. Joy works with her partner to create and solve a word problem. Mrs. Brown calls on Joy's team to come to the interactive white board to share the word problem that she created and demonstrates how they solved the problem. Joys writes the homework assignment in her school planner then puts her work away to get ready for the next lesson.

Afternoon

11:30-12:30 Joy gets out her science notebook. Joy is learning about simple machines. Joy watches the video on the interactive white board and participates in the class discussion. Joy uses her interactive response system to answer questions about they have learned. Joy works with her science team to begin the goal setting and planning process for the design challenge. Joy keeps notes in her science notebook. Joy's team shares with the class what her group has planned in preparation for the design challenge. Joy puts her notebook away.

12:30-1:15 Joy lines up and follows Mrs. Brown to the restroom. Joy returns to the line and follows Mrs. Brown to the cafeteria. Joy gets her lunch and sits with her friends. Joys talks about her favorite book with her friends. Joy has read six books and is excited about reaching her goal to participate in the incentive program at the end of the quarter. Joys finishes her lunch, throws away her trash, puts her food tray on the cart then goes outside to play with her friends. Joy likes jump rope and takes turn jumping "Double Dutch." Joy hears the bell to line up, so she puts her jump rope in the container and lines up with her class. Joy follows Mrs. Brown to the restroom and returns to her class. Joy hangs up her coat, gets her reading book then lines up for success time. Joy goes to another grade 3 teachers classroom for reading intervention.

1:16 – 2:00 Joy is working on understanding story structure. Joy has a graphic organizer called a story map where she is working on identifying the characters, plot, setting, and problem/solution. Joy participates in shared reading with the teacher. Joy takes turns reading with the teacher and other students in the group. Joy participates in the discussion as they identify story elements and complete the graphic organizer. At the end success time, Joy gathers her work and returns to her classroom.

2:05-2:45 Joy returns to the classroom, puts her work away, then lines up for specials. Joy follows Mrs. Brown to the art room. The art teacher is working on Paper Mache'. Joy watches the teacher ash she explains the process. Joy has been working on the sketch of the design for her object on her laptop. She is not ready to being

sculpting. Joy gets her materials and starts her project. Joy works on her project until the end of the class period. Joy washes her hands then puts her materials away to get ready for the next class period.

2:46 Joy follows Mrs. Brown back to the classroom and gets out her science notebook.

2:50-3:45 Joy sits on the carpet in the front of the classroom and listens to the story being from their Engineering is Elementary Lesson 1 Unit about simple machines. Joy participates in the class discussion and responds to the questions. Joy returns to her table and works with her team with the planning of their design challenge. Joy discusses the plans they have made and exchange ideas about the design concept that they will create as a group. Joy keeps notes in her science notebook. At the end of the lesson, Joy puts her notebook away, and gets ready for dismissal. Joys checks her planner as Mrs. Brown reviews the homework assignment. Joy makes sure that she has her homework assignment. Joy puts her favorite book, reading journal, homework assignment, and planner in her book bag then lines up for dismissal. Joy is a bus rider, so she lines up when Mrs. Brown calls her group.

3:46 Joy follows Mrs. Brown to the gym where she sits in line with students that ride her bus. Joy waits to hear her bus number to be called. Joy boards her bus and returns how from a seven and one half hour school day. Joy participates in the drama club, after school on Tuesdays and Thursdays. Joy's mom picks her up after school on these days although, some students ride the after school activity bus. This was a challenging, yet exciting day in the life of Joy as a student at the Oscar Palmer Robertson Academy.

A Day in the Life of a Teacher at Oscar Palmer Robertson Academy

Mrs. Brown is a third grade teacher at Oscar Palmer Robertson Academy. Mrs. Brown comes to Oscar Robertson Academy as a recently graduated with her Master's degree from IUPUI's STEM Engineering program. Mrs. Brown has five years of teaching experience, and is excited to work in a school with a STEAM focus.

Morning

7:30 Mrs. Brown arrives at school, checks her mailbox then goes to her classroom

7:30-8:00 Mrs. Brown has a 30 minutes planning and preparation before students arrive.

8:00 Mrs. Brown picks up her class in the gym the returns to the classroom

8:05 Mrs. Brown completes daily classroom routines and procedures like attendance and the collection of homework and other items. Morning announcements are delivered over the intercom.

8:10 Mrs. Brown starts the day by reviewing of the goals and objectives for the day

8:15-9:15 Mrs. Brown implements the Balanced Literacy block of instruction that begins with whole group instruction

9:15-10:00 Mrs. Brown is prepared for the balanced literacy period. Mrs. Brown works with the whole group first and reads aloud to the students, teachers a mini lesson on the standards driven concept. Mrs. Brown differentiates instruction by having students work at a literacy center, in small groups, independently while she conducts a guided reading group. Students return to their seats and Mrs. Brown has students to share what they have learned. Mrs. Brown has students write in their journals. Mrs. Brown ends the literacy block by working on morphemic analysis (word work) with the students. Mrs. Brown has students put their reading materials away.

10:00-10:05 Mrs. Brown takes students on a short restroom break.

10:05-11:30 Mrs. Brown teaches a standards-based math lesson on multiplication word problems. Mrs. Brown introduces the lesson and demonstrates using her interactive white board. Mrs. Brown has students work in pairs on a practice activity sheet for 30 minutes. Mrs. Brawn has students explain their answers at the white board to check for understanding. Mrs. Brown has students turn in their practice sheets and gets ready for the next lesson.

Afternoon

11:30-12:30 Today is Monday, so Mrs. Brown is working on an inquiry standards-based science lesson about simple machines, which is connected to the engineering design lesson. Mrs. Brown uses the interactive white board to introduce the concept and provides background information. Mrs. Brown reviews the inquiry approach for scientific discovery. Mrs. Brown shows an interactive video and has students respond to questions using their interactive response systems to check for understanding. Mrs. Brown has students work in their collaborative teams on their science notebooks. Mrs. Brown has students share their work with the class to check on their progress. Students will continue working on their design challenge during the engineering period. Mrs. Brown has students clean up to get ready for lunch.

12:30-1:15 Mrs. Brown takes students to the restroom then to the cafeteria. It is time for Mrs. Brown to take a break from the rigorous morning instruction. Mrs. Brown has 45 minutes of uninterrupted lunch and is able to relax with her colleagues in the staff cafeteria.

1:16- 1:20 Mrs. Brown meets her class on the playground or in the gym depending on the weather and if it is an “In or Out” day. Mrs. Brown takes her students to the restroom and water fountain then returns to the classroom.

1:20-2:00 Mrs. Brown has students line up in their flexible groups for skills intervention and/or enrichment. Two groups of students leave the room and other enter from the classrooms of the third grade team. Mrs. Brown is working on helping students that are having difficulty with the solving multiplication word problems that involve regrouping. Mrs. Brown uses the interactive white board to demonstrate and has students practice at the whiteboard as well. Mrs. Brown

shows students how to use the lattice method to check their answers. Mrs. Brown has students work in pairs to create one multiplication word problem then share how to solve the word problem with the group to check for student understanding.

2:00 Students return to their classroom at the end of the success period. Today is Monday, so students go to Art during specials. Mrs. Brown takes her students to the art room.

2: 05 – 2:45 Mrs. Brown has a planning period during specials each day. Mrs. Brown meets with her grade level team on Mondays, Wednesdays, and Thursdays to collaborate on the implementation of standards and objectives that have been mapped-out for the semester. Mrs. Brown is the leader of the third grade level team. She was selected by her peers because of her teaching experience and training in engineering. Mrs. Brown leads the team with the analysis of data from the last Acuity assessment of students in the grade level. The team updates the proficiency status of students on the data wall in the planning room. Mrs. Brown leads the team in discussion of the next writing project and ISTEP open-ended response practice activities. Mrs. Brown reminds the team to bring their Acuity data to the meeting on Wednesday to discuss student progress with the Academy Director, who meets with the team twice per month. Teachers will also identify students that need to be regrouped during success time.

2:46 Mrs. Brown goes to the art room to pick up her students and returns to the classroom.

2:50 – 3:40 Mrs. Brown introduces the Engineering is Elementary (EiE) Lesson 1 Unit on Simple Machines. Mrs. Brown asks questions about what students learned in science about simple machines then reads the background information story. Mrs. Brown asks questions provided in the lesson during and after the story. Mrs. Brown has students work with their teams and begin the goal setting and planning for their design challenge. Mrs. Brown reminds students to keep all notes in their science notebook.

3:40 Mrs. Brown has students clean up and get ready for dismissal. Mrs. Brown reviews the homework assignments and students check to make sure that their assignments are in their school planners. Mrs. Brown reminds students to put their laptops back in the charging stations. Mrs. Brown has students line up by walkers, pick-ups and bus riders to be dismissed.

3:45 Mrs. Brown makes her rounds by taking the walkers to their exit, the pick-ups to their exit then the bus riders to the gym.

3:50-4:00 Mrs. Brown's day with students is over. Mrs. Brown reviews her lesson plans and gets ready for Tuesday. Overall, it was a challenging, yet exciting day in the life of Mrs. Brown at Oscar Palmer Robertson Academy.

B. Curriculum

Balanced Literacy Framework

The balanced literacy framework is the model of literacy instruction that will be implemented at Oscar Palmar Robertson Academy to build a strong literacy foundation using the Indiana Reading Standards. Teachers provide explicit instruction to ensure the success of students. Students spend time during the reading block every day through ***reading, writing, listening, and speaking listening*** skills. Students work in whole group, collaborative small groups, and independently.

Time:	Component:
10 minutes	Read Aloud
15 minutes	Mini-lesson
45 minutes	Literacy Stations and Writing
	Guided Reading and Guided Writing
	Small Group Instruction
	Independent Reading and Writing Conferencing
30 minutes	Response and Reflection
5 minutes	Share Time
15 minutes	Word Work
120 minutes	**Total Instructional Time**

The descriptions below define how teachers will implement components of the Balance Literacy Framework. This integrated reading/language arts instruction model incorporates the ***Five Essential Elements of Reading: Phonemic Awareness, Phonics, Vocabulary, Fluency and Comprehension***. Teachers provide instruction to support Beginning, Emergent, and Fluent reading instruction.

Balanced Literacy Framework and Instructional Strategies

Read Aloud:	Mini-lessons:
A read-aloud is an activity in which the teacher reads a book aloud to the whole group. The purpose of the read-aloud is to model appropriate reading behaviors and reading strategies. It is also a time to expose students to a variety of genres and literary styles. The teacher has an opportunity to show students the joys of reading and teach them how to think and discuss text. Teachers will have a set purpose for each read-aloud and will read with the proper fluency, rhythm, and intonation. Students do not have a copy of the book. Their job is to listen how the teacher models fluency or a strategy for reading.	A short specific skills lesson that is under 20 minutes. Some mini-lessons include: • comprehension skills • word attack skills • reading strategies • fluency • literary styles/content of text • word work skills • grammar or mechanics • phonics
Literacy Centers/Stations:	**Guided Reading:**
Literacy stations have two purposes: (1) to engage students while the teacher works with small reading groups, and (2) to reinforce literacy skills (vocabulary, reading, phonics, word study, and mechanics). Students are grouped heterogeneously and rotate to 3 centers. They remain at each center for approximately 15 minutes.	Guided reading group is where the teacher works with a small group of students that are on the same reading level. Each student usually has their own text and the teacher works with students on skills depending on their needs such as phonemic awareness, work attack skills, fluency, or reading comprehension. Guided reading is done during the literacy stations time.
Share Time:	**Word Work:**
The class regroups to discuss what they learned or did in their groups, such as which strategies they employed for reading, or projects they worked on. Share time is a great way to assess what students have and have not learned.	Word Work, is referred to as spelling or phonics, is the time when the teacher works with the whole class on phonics skills and spelling strategies. Word Work helps students learn decoding unfamiliar words to read.

Independent Reading and Conferencing	Independent Writing and Conferencing
This is the time when students practice strategies modeled in the mini-lesson or practice reading. Students read alone, in pairs, or in small response groups. The teacher has the opportunity to confer with students, teach guided reading lessons, or have a small-group lesson on a specific strategy or skill. The teacher can also use various assessments such as running records, retellings, or keep anecdotal notes on the progress of students. *Some activities include*: • Responding to text in reader's response notebook. • Participate in literature circles. • Story chat with students. • Work with a reading partner. • Silent reading	This is the time when students practice prewriting, drafting, revising, editing, and publishing their writing pieces. The teacher has the opportunity to confer with students, teach guided writing lessons, or have small group lessons on a specific writing strategy. Some activities include: • Journal Writing • Peer Reviews and Conferences • Writing exercises that support grammar and mechanics lessons.

Mathematics Curriculum

Oscar Palmer Robertson Academy will provide 90 minutes of math instruction each day. The academy will implement the Everyday Mathematics curriculum developed by the Center for Elementary Mathematics and Science and the University of Chicago School Mathematics Project. The Everyday Mathematics program approaches mathematics through application, modeling, and problem solving. The program stresses multiple representations, communication, tools, reasoning, and making sense of concepts and procedures. The following mathematical practices and goals are implemented during the lesson:

Mathematical Practices		Goals for Mathematical Practices (GMP)
Practice 1	Make sense of problems and persevere in solving them.	**GMP 1.1** Work to make sense of your problem. **GMP 1.2** Make a plan for problem solving your problem. **GMP 1.3** Try different approaches when your problem is hard. **GMP 1.4** Solve your problem in more than one way. **GMP 1.5** Check whether your solution makes sense. **GMP 1.6** Connect mathematical ideas and representations to one another.
Practice 2	Reason abstractly and quantitatively.	**GMP 2.1** Represent problems and situations mathematically with numbers, words, pictures, symbols, gestures, tables, graphs and concrete objects. **GMP 2.2** Explain the meaning of the numbers, words, pictures, symbols, gestures, tables, graphs, and concrete objects you and others use.
Practice 3	Construct viable arguments and critique reasoning of others.	**GMP 3.1** Explain both what to do and why it works. **GMP 3.2** Work to make sense of others' mathematical thinking.
Practice 4	Model with mathematics.	**GMP 4.1** Apply mathematical ideas to real-world situations. **GMP 4.2** Use mathematical models such as graphs, drawings, tables, symbols, numbers, and diagrams to solve problems.
Practice 5	Use appropriate tools strategically.	**GMP 5.1** Choose appropriate tools for your problem. **GMP 5.2** Use mathematical tools correctly and efficiently. **GMP 5.3** Estimate and use what you know to check the answers you find using tools.
Practice 6	Attend to precision.	**GMP 6.1** Communicate your mathematical thinking clearly and precisely. **GMP 6.2** Use the level of precision you need for your problem. **GMP 6.3** Be accurate when you count, measure and calculate
Practice 7	Look for and make use of structure.	**GMP 7.1** Find, extend, analyze, and create patterns. **GMP 7.2** Use patterns and structures to solve problems.
Practice 8	Look for and express regularity in repeated reasoning.	**GMP 8.1** Use patterns and structure to create and explain rules and shortcuts. **GMP 8.2** Use properties, rules and shortcuts to solve problems. **GMP 8.3** Reflect on your thinking before, during and after you solve a problem.

Mathematics Curriculum

The curriculum map below identifies the concepts taught at each grade level. These concept goals are aligned with the Indiana standards that identify content specific skills at each grade level, processes, practical application, and proficiencies that build a strong foundation in mathematics that prepare students for advance high school math courses, college, and careers in STEM fields.

Mathematics Curriculum Map

Grade Level	Concepts
Kindergarten through Grade 7	• Number and Numeration • Operations and Computation • Data and Chance • Measurement and Reference Frames • Geometry • Patterns, Functions, and Algebra
Grade 7	• Pre-Algebra
Grade 8	• Algebra

Mathematics Instruction

Time:	Component:	Grouping
10 minutes	Build Background	Whole Group
15 minutes	Direct Instruction	Whole Group
30 minutes	Partner Problem Solving and Processing	Small Group
	Independent Practice	Individual
15 minutes	Check for Understanding	Whole or Small Group
20 minutes	Lesson Conclusion Reflecting on Learning Clarifying Misconceptions	Whole Group
90 minutes	**Total Instructional Time**	

Science Inquiry Approach to Instruction Curriculum

This inquiry approach to instruction provides a curriculum that is integrated in authentic problem-based learning that is STEM career oriented and cross disciplinary. Students collaborate in teams to solve problems. Teachers will provide 60 minutes of instruction three days per week. Oscar Palmer Robertson Academy will partner with the I-STEM Network and the Indiana Science Initiative, which provides kits for modules for Physical, Life, and Earth/Space science. Students gain scientific knowledge by observing the natural and constructed world, performing and evaluating investigations, and communicating their findings.

Science Inquiry Principles

- Make predictions and develop testable questions based on research and prior knowledge.
- Plan and carry out investigations over a period of several class lessons as a class, in small groups or independently.
- Collect quantitative data with appropriate tools or technologies and use appropriate units to label numerical data.
- Incorporate variables that can be changed, measured or controlled.
- Use the principles of accuracy and precision when making measurements.
- Test predictions with multiple trials
- Keep accurate records in a notebook during investigations.
- Analyze data, using appropriate mathematical manipulation as required, and use it to identify patterns. Make inferences based on these patterns.
- Evaluate possible causes for differing results (i.e., valid data).
- Compare the results of an experiment with the prediction.
- Communicate findings through oral and written reports by using graphs, charts maps and models.

STEM Integration Curriculum Map

Science concepts taught at each grade level are identified below:

Grade Level	Concepts
Kindergarten	• Earth, Sun, and Moon • Plant, Animal Structure and Function • Properties of Matter • Weather and Water
First	• Earth, Rock Cycle, Fossils • Ecology, Habitats, Adaptations • Man Made vs. Natural Materials • Plant, Animal Structure and Function • Properties of Matter
Second	• Earth, Sun, Moon Relationship • Forces and Motion • Plant, Animal Structure and Function • Properties of Matter
Third	• Earth, Rock Cycle, Fossils • Energy • Plant, Animal Structure and Function • Simple Machines and Appropriate Tools • Sound, Light, Energy

Fourth	• Earth Processes • Habitats, Adaptations, Plant Animals • Energy and Electricity • Speed and Motion
Fifth	• Earth, Sun, and Moon • Ecosystems • Imitating and Modeling the Musculoskeletal System • Properties of Matter
Sixth	• Mixtures and Solutions • Earth in Space, Solar System • Ecology • Energy, Machines, and Forces in Motion
Seventh	• Forces and Motion, Simple Machines • Soil, Rocks and Minerals, Plate Tectonics • Bodyworks, Cell Biology & Disease, Bioengineering
Eighth	• Chemical Interactions • Weather and Water • Genetics and Evolution

Connections of Science, Engineering, and Technology

Science, engineering and technology are interrelated, connected to and influence each other. Oscar Robertson Palmer Academy with provide and integrated approach to instruction to support students' understanding of how science is supported through and engineering and technology. The char below describes the relationships of science, engineering and technology.

Science	**Engineering**	**Technology**
. . . seeks to describe and understand the natural world and its physical properties	. . . seeks solutions for societal problems, and needs, and wants	. . . can be used to describe almost anything made by humans to solve a problem or meet a need
. . . uses varied approaches and scientific methods such as controlled experiments or longitudinal observational studies to generate knowledge	. . . uses varied approaches such as *engineering design processes* or *engineering analyses* to produce and evaluate solutions and technologies	. . . results from the process of engineering
Scientific knowledge can be used to make predictions	Engineering aims to produce the best solutions given resources and constraints	Technologies are anything made by humans to fill a need or desire

Engineering: Five Step Approach Design Process

The five step approach for engineering design will be the model implemented at Oscar Palmer Robertson Academy. Students will receive 60 minutes of instruction five days per week using the Engineering is Elementary (EiE) curriculum. The EiE curriculum provides 20 units that connect engineering with science. Units are taught over six to eight periods. Students receive design challenges and follow the design process to solve design challenges. Engineers follow five steps called the "engineering design process" to solve engineering problems. Students ask the following questions to guide their thinking, create a plan, and construct a model.

ASK: What is the problem? How have others approached it? What are your constraints?
IMAGINE: What are some solutions? Brainstorm ideas. Choose the best one.
PLAN: Draw a diagram. Make lists of materials you will need.
CREATE: Follow your plan and create something. Test it out!
IMPROVE: What works? What doesn't? What could work better? Modify your designs to make it better. Test it out!

Source: EiE.org

There are four lessons for each unit that will be covered over six to eight class periods. Engineering instruction provides opportunities for students to use their imaginations, creativity, and critical thinking skills to create real solutions for real world problems and challenges.

Lesson 1	Engineering Story	Students read the story that sets the context of the design challenge. Students respond to questions before, during, and after the lesson to build background knowledge.
Lesson 2	Broad View	Students use hands-on activities to learn about the field of engineering covered in the unit (mechanical, chemical, or electrical).
Lesson 3	Scientific Data Collection to Inform Engineering Design	Students collect and analyze data to address the design challenge in Lesson 4.
Lesson 4	Engineering Design Process	Students work in teams using the engineering design process to solve the design challenge.

Engineering Curriculum Modules (K-5)

- Designing Alarm Circuits
- Designing Maglev Systems
- Designing Hand Pollinators
- Designing Windmills
- Designing Model Membranes
- Designing Lightning Systems
- Designing a Parachute
- Designing Simple Machines
- Designing Knee Braces
- Designing Solar Ovens
- Cleaning an Oil Spill
- Replicating an Artifact
- Seeing Animal Sounds
- Evaluating a Landscape
- Designing Walls
- Designing Submersibles
- Designing Plant Packages
- Designing Bridges
- Designing Water Filters
- Working with Play dough

Adventures in Engineering Curriculum Modules Grades (3-5)

Aeronautical Engineering: Flying Technologies, Sky's the Limit
Aerospace Engineering: Rockets and Rovers, Liftoff
Materials Engineering: Bubble Wands, Bubble Bonanza
Package Engineering: Air Drop Packages, To the Rescue
Earthquake Engineering: Earthquakes, Shake Thinks Up
Green Engineering: Recycled Racers, Go Green
Mechanical Engineering: Invasive Species, Hop to It

Engineering Everywhere Curriculum Models (6-7)

Go Fish: Engineering Prosthetic Tails
It's About Time: Engineering Timekeeping Devices
Plants to Plastics: Engineering Bioplastics
Outbreak Alert: Engineering a Pandemic Response
Growing Up: Engineering Vertical Forms
It's in the Bag: Engineering Bio-inspired Gear

Technology Curriculum

Oscar Palmer Robertson Academy will provide technology instruction and support for 45 minutes per day one day per week and as an open lab throughout the school day. Teachers will integrate the use of technology across content areas and use technology tools to support instructional delivery and assess student learning. There will be one school computer lab. The academy desires to provide interactive whiteboards and a set of response systems for each classroom. Teachers will provide interactive standards based lessons using interactive white boards. Teachers will be able to check for understanding and provide immediate feedback using interactive response systems. The academy desires to provide one-to-one student computing where primary students grades kindergarten through second with interact with I-Pads, and students grade 3-8 will interact with laptops. Student will use their technology tools to develop excel spreadsheets for data collection, create Power Point presentations , use their creativity for animation, video, narration, music, images, and text to support their reports. The academy will implement standards for technology literacy that identify the knowledge, abilities, and capacity students need to apply their learning to real world problems and challenges.

Arts Curriculum

The Oscar Robertson Palmer Academy will integrate the arts to support science, technology, and engineering design. The arts will stimulate and develop the imagination, foster creativity and innovation skills, and refine critical thinking, collaboration, and communication learning skills. The academy will implement the Eight Studio Habits of Mind to support the fine arts curriculum. Teachers focus on developing the "whole mind" to nurture the creative talents of students. The fine arts curriculum will focus on Dance, Drama, Music, and Visual Arts.

Source: Art is Education.org

Develop Craft: Learning to use tools, materials, artistic conventions; and learning to care for tools, materials, and space.

Engage & Persist: Learning to embrace problems of relevance within the art world and/or of personal importance, to develop focus conducive to working and persevering at tasks.

Envision: Learning to picture mentally what cannot be directly observed and imagine possible next steps in making a piece.

Express: Learning to create works that convey an idea, a feeling, or a personal meaning.

Observe: Learning to attend to visual contexts more closely than ordinary "looking" requires, and thereby to see things that otherwise might not be seen.

Reflect: Learning to think and talk with others about an aspect of one's work or working process, and, learning to judge one's own work and working process and the work of others.

Stretch & Explore: Learning to reach beyond one's capacities, to explore playfully without a preconceived plan, and to embrace the opportunity to learn from mistakes.

Understand Arts Community: Learning to interact as an artist with other artists i.e., in classrooms, in local arts organizations, and across the art field) and within the broader society.

Positive Behavior Interventions and Supports (PBIS)

Oscar Palmer Robertson Academy will implement the Positive Behavior Intervention and Supports (PBIS) framework to maintain a positive school climate and culture. Schoolwide expectations will be established and posted in each area of the building including the classroom cafeteria, hallway, restroom, playground, and bus. Expectations will be taught and reinforced daily. Positive reward systems and consequences will be established by staff before the start of school. Teachers may refer students that are struggling to meet expectations to the Response to Intervention Team. The intervention specialist will assist teachers with developing behavior plans and contracts as needed. Teachers will work closely with parents to ensure student success. The academy will use Schoolwide discipline data, and parent, student, and staff surveys to make informed decisions about the selection and implementation of practices and interventions to maintain a positive school culture and climate.

Character Education

Oscar Palmer Robertson Academy will implement the Six Pillars of Character framework using the Character Counts curriculum. The Six Pillars of Character are Respect, Responsibility, Fairness, Caring, and Citizenship. These tenants of character will be reinforced during morning announcements and morning meetings in the classroom. A Schoolwide emphasis with activities that teachers may implement in their classrooms will be provided and students will be recognized each week as "Students of the Week" and during quarterly recognition assemblies.

Response to Intervention and Instruction (RtII)

Oscar Palmer Robertson Academy will use the Response to Intervention and Instruction framework to support the academic needs of students. Teachers will provide Tier I instruction to all students in the classroom. Tier II small flexible group interventions for academic support will be provided 45 minutes each day during "Success Time." Tier III individual academic support will be provided 30 minutes per day with the support of the Intervention Specialist.

Academic, Behavior, and Career Plan (ABC Plan)

Oscar Palmer Robertson Academy will develop an Academic, Behavior, and Career Plan (ABC Plan) for all students who do not have formal Individualized Education Plans (IEP's). Academic goals are established with the parent and student at the beginning on the school year. Various achievement tests data are considered along with skills that parents desire for their children. STEAM achievement goals will be established and will include reading/language arts. Goals will be established for student behaviors that include attendance, class preparation, group work, study skills, test taking skills, and participation in extra-curricular activities. All students are expected to participate in at least one extra-curricular activity to stay connected in the learning community. Goals will be established for high school, college and career aspirations. The ABC Learning Plan will be updated at the end of each semester and shared with parents at conferences.

C. Assessments

Oscar Palmer Robertson Academy will implement formative, diagnostic, benchmark, and standardized assessments to assess academic needs, monitor progress, and determine annual measurable growth, and proficiency levels of students. Assessments will be used to make informed decisions about instruction that help improve student achievement. The chart below identifies assessments that will be implemented, grade levels assessed, frequency of assessments, and a brief description of assessments.

Assessment	Grade	Frequency	Description
Acuity	3-8	Fall, Winter, Spring	Diagnostic assessment for English/Language Arts, Math, Science and Social Studies
Fry's Sight Words	K-8	Quarterly	Diagnostic assessment of basic sight and high frequency words
mClass DIBELS	K-2	Fall, Winter, Spring	Diagnostic assessment to measure student knowledge of foundational skills in literacy and numeracy
ISTEP+	3-8	Annually	Statewide assessment to measure student knowledge and understanding of English/language arts, math, science, and social studies
IMAST	3-8	Annually	Statewide alternative (modified) assessment to measure student knowledge and understanding of English/language arts, math, science, and social studies for students with disabilities
ISTAR	K	Annually	State assessment to measure student readiness for kindergarten that include English/Language Arts, Math, Personal Care, Physical and Social Emotional skills
IREAD K, 1, and 2	K-2	Annually	State comprehensive literacy assessment to measure student knowledge and understanding of foundational reading standards
IREAD 3	3	Annually	State comprehensive literacy assessment to measure student knowledge and understanding of foundational reading standards
LAS Links	K-8		State diagnostic placement test for limited English proficient students
Scholastic Reading Inventory	K-8	Annually	Diagnostic reading inventory to determine reading levels

State Mandated Assessments

Oscar Palmer Robertson Academy will administer all state mandated assessments including ISTEP+; IMAST; ISTAR; IREAD-3; and LAS Links. Data from state assessments will be used to make instructional decisions to help improve student achievement.

Diagnostic and Progress Monitoring Assessments

In addition to state required assessments, the academy will administer local assessments that are diagnostic and measure student progress. The rational for theses assessments are identified below:

Acuity Predictive Assessment

Students grades 3-8 will be assessed in reading, math, science, and social science three times per year (beginning, middle, and end). This assessment will identify foundational skills and monitor student progress to determine student readiness for ISTEP+. Teachers will use data from this assessment to differentiate instruction and identify flexible groups for Success Time.

Rationale:

- Provides diagnostic measures of reading and math foundational skills
- Provides data that teachers will use to make informed instruction decisions
- Establishes a baseline for reading , math, and science
- Provides student progress monitoring to determine student growth

Fry's Sight Words

Students grades K-8 will be assessed to determine recognition of high frequency words that they will encounter in their reading. Teachers will use this assessment to support vocabulary development.

Rationale:

- Provides words that do not follow the rules of phonics
- Identifies 67% of the words students will encounter in their reading
- Identifies oral reading fluency

IREAD K-2

Students grades K-2 will be assessed annually. This assessment will be used to determine students' foundational skills in reading. The academy is committed to building a strong foundation in literacy. This assessment will help teachers make instructional decisions to ensure that every student is reading on grade level by the end of third grade.

Rationale:

- Provides diagnostic measures of reading and math foundational skills
- Provides data that teachers will use to make informed instruction decisions
- Establishes a baseline for reading and math
- Provides student progress monitoring to determine student growth

mClass

Students grades K-2 will be assessed in reading and math three times per year (beginning, middle and end). This assessment will identify student foundational skills and monitor student progress over periods of time throughout the school year. Teachers will use data from this assessment to differentiate instruction and identify flexible groups for Success Time.

Rationale:

- Provides diagnostic measures of reading and math foundational skills
- Provides data that teachers will use to make informed instruction decisions
- Establishes a baseline for reading and math
- Provides student progress monitoring to determine student growth

Scholastic Reading Inventory

Students grades K-8 will be assessed at the beginning of the school year. This assessment will identify students' reading levels, track reading growth over time, and help guide instruction. Teachers will use this data to identify books students can read at their Independent reading levels. Data will be used to identify flexible groups for guided reading and small group instruction. Data will be used to identify the Lexile of books for appropriate instruction in the classroom and to support parents with selecting books at home.

Rationale:

- Provides the Lexile to support instruction
- Identifies the reading level of students for independent reading, guided reading, and small group instruction
- Provides data to determine student growth in reading

Progress Monitoring

Teachers will work with their grade level teams three days each week to review student work samples and the collection of assessment data. Teachers will maintain data walls to keep track of student progress in the strategic planning room. Teachers will identify research-based best practice strategies to support instruction and improve student achievement. Teachers will identify flexible groups and specific skills for enrichment and intervention during Success Time.

Progress Reporting

Teachers will use data from assessment results to report the progress of students to parents each quarter using the standards based report card. Teachers will provide parents with copies of the assessment results. Teachers will review and explain assessment results to parents at Parent/Teacher conferences held at the end of each quarter. Parents will be contacted when students are referred to the Response to Intervention and Instruction team. Title I parent nights will be held each month to help parents with working with their children at home.

D. Special Student Populations

Oscar Palmer Robertson Academy is committed to meeting the needs of all learners, including students who enter below grade level, students with special needs and disabilities, students with limited English proficiency, and students who are academically advanced or gifted. The Intervention Specialist and Response to Intervention and Instruction team will work with teachers and parents to provide effective research-based instructional practices and strategies to meet the academic and social emotional needs of all students.

Identification and Monitoring Special Needs Students

Oscar Palmer Robertson Academy will provide state and federally mandated programs for identified students with disabilities. The academy will seek to identify at the time of enrollment students who are suspected of having, or known to have, a disability that may interfere with their free and appropriate public education. To ensure compliance with these Child Find provisions of IDEA, parents will sign release forms to allow the academy to request all students' records and the Individualized Education Plan (IEP) from the sending school district. Students with disabilities will be provided with all services outlined in students' Individualized Education Plans (IEP's). The Teacher of Record will work with the general education classroom teachers to help interpret modification and accommodations in the least restrictive environment. Parents of all newly enrolled special needs students will be asked to meet with classroom teachers at the beginning of the school year to discuss student needs, modifications, and accommodations. Teacher s will meet quarterly to provide updates on the educational goals of special needs students. The general education teacher and teacher of record will participate in all case conferences and other conferences scheduled to support special need students. The Special Education Director from the co-op will work with special education teachers to maintain compliance through accurate and timely state reporting and services. Special education teachers and general education teachers will receive on-going job embedded professional development to support their work with special needs students. Special education and general education teachers will collaborate in weekly grade level team meetings to identify appropriate instruction to enhance the academic success of special needs students. Students that are not formally identified as having special needs or disabilities, but demonstrate a need for additional academic or behavioral support with be referred to the Response to Intervention Team to receive additional Tier II/III supports and assessments. If in the event the Tier II/III supports are not sufficient to meet the needs of a student. The student will be referred for evaluation.

Evaluations and Individualized Education Plans (IEP's)

Students can be referred to special education by either the Response to Intervention and Instruction Team (RtII) or by parent request. Referrals result in the review of all current data regarding that student, and the Response to Intervention and Instruction team and Special Education Director from the co-op will determine if any additional data is needed to determine

if the student has a disabling condition serviceable under IDEA. This review will take place no later than 10 days after the referral. The RtII team consists of: the Academy Director or administrative representative, parent/guardian, general education teacher who has worked with the student, special education teacher or teacher of record and an evaluator such as a psychologist or social worker. Other members identified by the academy or parent may be involved in the review. If the team determines that additional data is needed to assess a disability, an evaluation plan is developed. Parents/guardians will provide written consent to the plan, in accordance with IDEA. The academy will contact the co-op to provide the psychological evaluation and other testing services to carry out the evaluation plan. Copies of the evaluation results will be given to parents prior to the IEP meeting. The IEP team will convene to determine the status of eligibility for services under IDEA. This meeting will take place no more than 60 days following the parental consent to evaluate. Current data will be reviewed at the IEP meeting and a statement expressing present levels of academic achievement and functional performance will be developed, with corresponding observable and measurable goals set for the student. These goals will be carried out using a variety of service delivery options. A programs and services will be considered with a placement decision to carry out the IEP in the least restrictive environment (LRE) that is appropriate for the student. Highly qualified special education teachers will facilitate the implementation of the IEP. Classes may be provided by the general education classroom teacher, or in a separate special education classroom depending on LRE determination made by the IEP team. The IEP team will determine the need for iterant special education services such as speech language impairments, hearing impairments, orthopedic impairments, vision impairments, as well as assistive technology and/or other related supportive services such as physical or occupational therapy. Progress on IEP goals are provided to parents each quarter. The IEP team will meet to revise and update IEP annually, but may meet more often in order to modify the provision of programs, services, and/or measurable goals when any member of the team indicates that this review is necessary. Any student eligible for services under IDEA will undergo a review of current and past data at least every three years. Parents may call an IEP team meeting to re-determine eligibility. If the team finds that a student continues to be eligible under IDEA, no additional evaluations will be necessary for at least three years or until a team member calls for a re-evaluation. Re-evaluations will be conducted to determine if a student is no longer eligible for services and for the purposes of exiting a student from special education programs and services in accordance with IDEA. Continuous communication with parents/guardians of students with disabilities about their progress will be provided through parent conferences, report cards, IEP updates, and graded student work. Oscar Palmer Robertson Academy believes that parents/guardians are vital members of the IEP team and will makes every attempt to come to an agreement on the programs and services provided in the IEP. If a disagreement occurs, parents/guardians have a process they may pursue. Upon receipt of a due process complaint, the academy will respond within ten days. Within fifteen days of receiving the due process complaint and prior to the scheduled due process hearing, the academy will convene a meeting with the parents in attempt to resolve the situation. As a last resort measure, mediation may be sought to facilitate a successful resolution to the complaint. If a resolution cannot be reached within thirty days of the complaint, a due process hearing will take place in accordance with IDEA, state regulations and guidelines.

Students with Limited English Proficiency

Oscar Palmer Robertson Academy believes that "ALL STUDENTS CAN LEARN AND HAVE POTENTIAL TO ACHIEVE AT HIGH LEVELS." Limited English Proficient (LEP) or English Language Learners (ELL) students will be identified when they enroll. Parents will complete a Home Language Survey where they identify their native language. Students whose native language is anything other than English will take Indiana's LAS Links Exam, which determines their proficiency in English and the degree to which they need academic support in their native languages. Once students are identified as LEP, their use of language will be measured at least once per year using the state LAS Links assessment. The assessment is required by law and will also determine whether continued special services are needed for students. LEP students will receive English Language Development (ELD) instruction as part of their core reading program in the general education setting. Regularly progress monitoring with the selected curriculum for the English Language Development (ELD) program will be part of curriculum and instruction provided. Acuity (3-8) and mClass (K-2) will be administered to all students at the beginning of the school year. Prior grade assessments will also be reviewed, and the beginning of the year assessment data will be used to identify areas of deficiency and performance levels of LEP students in reading, math, and science. An ***A***cademic, ***B***ehavioral, and ***C***areer (ABC) plan will be developed for all students. The ***academic*** component of the plan will identify target goals for specific learning objectives and skills from the standards that are deficient. Target goals will be prioritized and intervention strategies will be identified for each academic target goal. LEP students will be assigned to flexible learning groups during "Success Time" (Tier II) instruction. Success time will be 45 minutes every day, five days per week. This additional learning time is used for specific skill building to help students master skills needed to demonstrate proficiency. Teachers will monitor students' progress each week in the data team meetings. Formative assessments will be used to determine if students have demonstrated mastery of targeted skills. The Response to Intervention and Instruction Team will support teachers with research-based strategies and best practices to support instruction in the classroom. LEP students may be identified for Tier III instruction, which provides 30 minutes of individualized instruction with the Intervention Specialist. In addition to "Success Time," below level students will participate in After School Tutoring two days per week for 60 minutes. LEP students will participate in the academy's Summer School program that will be 4 hours per day for 19 days. Continuous progress monitoring will be provided to determine students' levels of proficiency. Students will be recognized for their improvement at the quarterly awards assemblies. Parents will be kept abreast of students' progress through mid-term progress reports, report cards, parent conferences, and family meeting nights.

Students Below Grade Level or At-Risk of Failure

Oscar Palmer Robertson Academy believes that "FAILURE IS NOT AN OPTION" for students. The **mission** of Oscar Palmer Robertson Academy is to nurture the academic and creative talents of students through Science, Technology, Engineering, Arts, and Mathematics (STEAM) with a strong literacy foundation to ensure the achievement of all students. There are five social factors associated with At-Risk students: (1) poverty; (2) ethnicity and race; (3) family

composition; (4) mother's educational background; and (5) language background. All of these factors should be considered with working to improve the academic performance of students at risk of failure. Oscar Palmer Robertson Academy staff will not allow apathy and sympathy to cloud the vison to realize the potential of all students. Oscar Palmer Robertson Academy realizes that the parent is the child's first teacher, and as students begin their school careers, it is necessary to establish partnerships with parents to provide nurturing and supportive learning environments at home and school to ensure the success of students.

Acuity (3-8) and mClass (K-2) will be administered to all students at the beginning of the school year. Prior grade assessments will also be reviewed, and the beginning of the year assessment data will be used to identify areas of deficiency and performance levels of students in reading, math, and science. An ***A***cademic, ***B***ehavioral, and ***C***areer (ABC) plan will be developed for all students. The ***academic*** component of the plan will identify target goals for specific learning objectives and skills from the standards that are deficient. Target goals will be prioritized and intervention strategies will be identified for each academic target goal. Students will be assigned to flexible learning groups during "Success Time" (Tier II) instruction. Success time will be 45 minutes every day, five days per week. This additional learning time is used for specific skill building to help students master skills needed to demonstrate proficiency. Teachers will monitor students' progress each week in the data team meetings. Formative assessments will be used to determine if students have demonstrated mastery of targeted skills. The Response to Intervention and Instruction Team will support teachers with research-based strategies and best practices to support instruction in the classroom. Students may be identified for Tier III instruction, which provides 30 minutes of individualized instruction with the Intervention Specialist. In addition to "Success Time," below level students will participate in After School Tutoring two days per week for 60 minutes. Students will participate in the academy's Summer School program that will be 4 hours per day for 19 days. Continuous progress monitoring will be provided to determine students' levels of proficiency. Students will be recognized for their improvement at the quarterly awards assemblies. Parents will be kept abreast of students' progress through mid-term progress reports, report cards, parent conferences, and family meeting nights.

Students Above Grade Level or Gifted and Talented

Oscar Palmer Robertson Academy believes that "ALL STUDENTS SHOULD RECEIVE RIGOROUS AND CHALLENGING INSTRUCTION" to support critical thinking, collaboration, creativity, innovation, and problem solving skills to solve real world issues and challenges. Above level students need enrichment to maintain their interests in learning and to strive to achieve levels beyond their grade level designations. The Academy will request the support of University and community partners to provide enrichment activities that teachers may use to support student learning. Acuity (3-8) and mClass (K-2) will be administered to all students at the beginning of the school year. Prior grade assessments will also be reviewed, and the beginning of the year assessment data will be used to identify areas of proficiency and performance levels of students in reading, math, and science. An ***A***cademic, ***B***ehavioral, and ***C***areer (ABC) plan will be developed for all students. The ***academic*** component of the plan will identify target goals for

specific learning objectives and skills from the standards that are proficient and above. Target goals will be prioritized and enrichment strategies will be identified for each academic target goal. Students will be assigned to flexible learning groups during "Success Time" (Tier II) instruction. Success time will be 45 minutes every day, five days per week. This additional learning time is used for specific skill building to help students enrich areas that are identified as proficient, but above proficiency has not been achieved. Teachers will monitor students' progress each week in the data team meetings. Formative assessments will be used to determine if students have extended their level of proficiency. Above level students will participate in after school enrichment two days per week for 60 minutes per day. Students will be encouraged to participate in math and reading bowls and other STEM competitions. Students will be encouraged to participate in Summer Enrichment Camps provided by the academy community partners. Students will be recognized for their accomplishments at the quarterly awards assemblies. Parents will be kept abreast of students' progress through mid-term progress reports, report cards, parent conferences, and family meeting nights.

III. Organizational Viability and Effectiveness

A. Enrollment/Demand

Oscar Palmer Robertson Academy will open the fall of the 2015-16 school year. The school will serve approximately 240 Kindergarten through third grade students with 60 students at each grade level and four classes/teachers per grade with a class size of 15 students (K-3). The school will add one grade level each year, until the school reaches full capacity with 500 students in grades K-8. A breakdown of the expected student enrollment by grade level and year is identified in the chart below. The rational for selecting the starting grade levels and school enrollment is based on the premise of building a strong literacy foundation with smaller class sizes to ensure the academic success of students. The academy believes there will be high demand for the school based because of its STEAM focus, and because it will be located in a high priority needs area where there are a limited number of existing charter schools, and the need to provide high quality options to families in the community.

Grade	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
K	60	60	60	60	60	60	60
1st	60	60	60	60	60	60	60
2nd	60	60	60	60	60	60	60
3rd	60	60	60	60	60	60	60
4th		60	60	60	60	60	60
5th			50	50	50	50	50
6th				50	50	50	50
7th					50	50	50
8th						50	50
Total	***240***	***300***	***350***	***400***	***450***	***500***	***500***

Student Recruitment

When the Oscar Palmer Robertson Academy charter is approved, the Board will begin recruitment activities. The academy will conduct a survey of families in the high priority needs community in May 2015 to gauge the level of interest in the school. The academy will conduct a recruitment fairs in June 2015 to explain the STEAM focus and provide more information about the curriculum and school calendar. The academy will seek the assistance and support of its community partners provide expose about the opening of the academy. The academy will target parents and families in the community through churches, restaurants, grocery stores, malls and other public gathering places. The academy will distribute brochures about the academy, use the newspaper, television and radio media services to get the word out to the community, and establish a website to recruit students. Open registration will be provided at recruitment fairs and after services at local churches. The academy will conduct a Town Hall meeting in each the four surrounding school district communities to provide opportunities for questions and answers. The academy will work diligently to solidify its enrollment through follow up calls, mailings, and parent/family orientation meetings.

Enrollment Process

Enrollment at Oscar Robertson Palmer Academy will be open to all students interested in attending the academy. Enrollment will be on first-come, first-served basis. Enrollment will not be based on prior academic performance, ability level, race, socio-economic status, religion, disability, nationality, immigration status, or any other factor that is considered unlawful. Enrollment and admission practices will comply with all applicable state and federal laws.

Parents will complete and submit an enrollment application packet to the academy office by the determined deadline date. A running list of seats available will be posted and updated each week. Applications that are submitted by the deadline will be considered and students will be enrolled until the school reaches the designated capacity. In the event there are seats still available after the registration deadline, late applications will be accepted. If the capacity is reached before the deadline, students will be placed on a waitlist; however, the Board reserves the right to extend the enrollment capacity as long as there are enough students to support opening another classroom at a given grade level.

Additional contact will be made with parents on the waitlist the first week of school. Students on the waitlist may fill the vacant seat of a student that is considered a “No Show”. Students enrolled at the academy will be able to attend the academy the following school year without having to reapply. Siblings of students currently enrolled will be given priority consideration. Enrollment for the next school year will begin directly after the close of the first registration period.

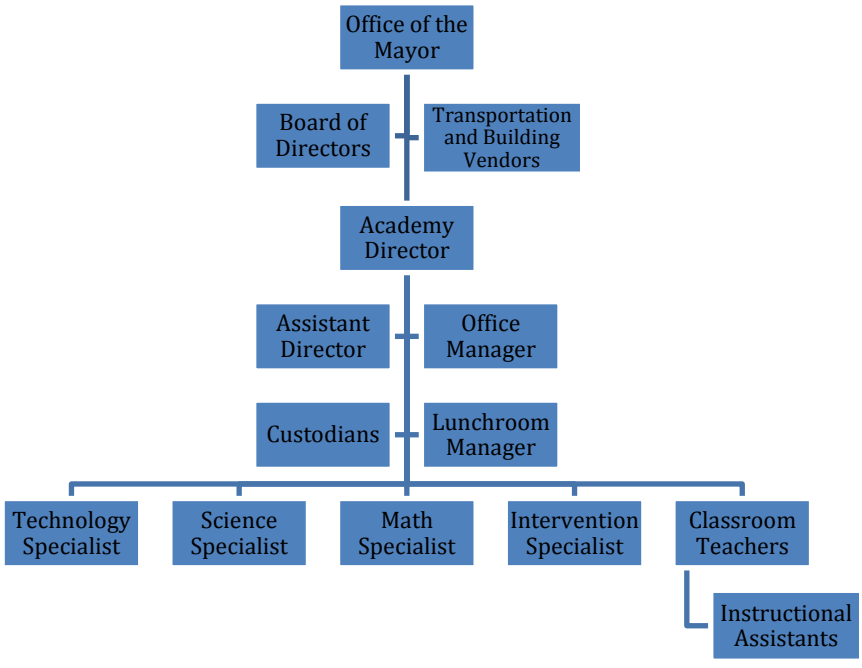
B. Governance and Management

The founding Board of Directors for the Oscar Palmer Robertson Academy will be comprised of nine people who are well-respected members of the community and experts in their respective fields. Some Board members will be professionals in the STEAM fields. Three Board members will serve in a non-voting advisory role to provide valuable insight and input into board direction and decisions. Board members will have a vested interest in the success of the Academy, being from similar backgrounds as the students the Academy anticipates it will serve. Seven Board members will be from the Indianapolis area and two Board members will be from Cincinnati, Ohio. The selection of founding Board members is still in progress; however, a tentative list of suggested professionals to contact has been developed with the anticipation of solidifying a commitment after the review of the prospectus

Organizational Structure

Oscar Palmer Robertson Academy through its Board of Directors will maintain oversight of the academy's governance and shall not concede control of the academy to any other entity outside of the Board. The Board will have sole authority and oversight over all actions and functions of the academy, including but not limited to: oversight of the mission and vision of the academy; oversight of academic performance; implementation of the academy's educational model and curriculum; policymaking; business; finances; human resources; and vendor selection and accountability. Although the Board assumes sole governing authority over the academy, to the extent possible, the Board will engage members of the community including parents and guardians of students, to inform the academy direction and policies in the best interest of students.

Organizational Chart



Board Roles and Responsibilities

Board of Directors

The Board of Directors is the ultimate governing body of Oscar Palmer Robertson Academy. The Board provides general oversight of all functions of the academy. Specific responsibilities of the Board's include:

- Setting and articulating the mission and vision of the academy
- Monitoring the academic performance of the academy against key performance indicators (i.e., Mayor's academic performance framework; state school accountability metrics; academy goals, etc.)
- Monitoring the overall fiscal health and ensuring financial solvency of the academy
- Approving annual budgets
- Establishing and overseeing academy policy
- Overseeing and evaluating the performance of vendors
- Holding the Academy Director and Assistant Director accountable for the academic and financial performance of the academy
- Advocating on behalf of the academy through fundraising, marketing, and establishing community partnerships

Board Chair

The Board Chair is an active and voting member of the Board of Directors and provides general leadership to the Board. The Board Chair responsibilities include:

- Directing board meetings
- Preparing for board meetings (including agendas, materials, etc.)
- Ensuring adherence to the parliamentary procedures defined by *Robert's Rules of Order*
- Ensuring the quality and timeliness of information that goes to Board members
- Ensuring ongoing formal and informal communication with and among the Board of Directors and academy leadership

Board Sub-Committees

The Board will form sub-committees on an as needed basis to provide oversight, evaluation, or general guidance and recommendations as areas of the academy's functions are assessed or issues arise. Sub-committees will always include at least 2 Board members, and may include school staff, community members, parents, or experts in the field related to the particular topic of the sub-committee. The responsibilities of sub-committees include:

- Gathering information and data to inform Board decisions
- Providing oversight or evaluations (written or verbal) as needed
- Providing actionable recommendations to the Board
- Performing all functions as assigned by the Board of Directors

Academy Director

The responsibilities of the Academy Director include (see Attachment A for a full description):

- Providing daily oversight of all functions including the day-to-day operations of the academy
- Providing oversight in the day-to-day implementation of the academy's educational model and curriculum
- Supervising and evaluating the instructional performance of all certified faculty
- Providing teachers with constructive formal and informal feedback on instructional practices.
- Assisting teachers in setting priorities and implementing effective teaching strategies
- Acting as the testing coordinator for all state mandated assessments
- Reviewing and analyzing student performance indicators and assisting teachers in identifying and implementing needed interventions
- Creating and maintaining a safe educational environment for all students and staff
- Providing all necessary routine and non-routine updates to the Board of Directors
- Working with the Assistant Director to ensure appropriate implementation and management of the academy's educational objectives
- Identifying, establishing, and maintaining positive relationships with community partners and resources

Assistant Academy Director

The responsibilities of the Assistant Academy Director include (see Attachment A for a full job description):

- Assisting with the implementation of the day-to-day operations of the academy.
- Supervising all non-certified faculty
- Coordinating the implementation of Positive Behavior Intervention and Supports (PBIS) initiative and Character Education activities.
- Supervising students and providing support with academic, social, and emotional concerns
- Serving as the primary contact between the school and student's homes
- Assisting with the development of monthly family nights and student showcases.
- Coordinating wrap-around services for students and their families
- Overseeing the parent center and student resource room
- Managing student discipline issues
- Assisting with creating and maintaining a safe educational environment for all students and staff

Policy and Decision-Making

The Board of Directors is responsible for all academy policymaking and high-level decision-making. Day-to-day decision-making and the implementation of academy policy and high-level decisions will be the responsibility of the Academy Director. The Board seeks to operate the academy with the best interests of students and their families in mind. As a means to make informed decisions and guide policymaking, the Board will research best practices, solicit and gather the input from academy leadership, staff, parents, and community stakeholders. The Board will only set policy and make decisions as the result of a majority vote of the Board of Directors, with a presence of the majority of the Board.

Board Member Information

The process of securing Board members with a broad range of expertise that will positively impact the leadership and overall governance of the academy is in the initial phase. Potential members are being contacted, and approval company approval is sought in the case of one potential Board member. Areas of expertise sought include: Science, Technology, Engineering Arts, and Math, public/state school leadership, organizational management and leadership, community engagement, facilities development, finance/accounting, and law. It is believed that commitments of the founding Board of Directors will be finalized immediately after the completion of the prospectus.

Board Development Plans

The goal of the founding Board of Directors is to be fully engaged with further planning of the academy once the charter is approved. Some of the Board members have previous experience serving on a Board, but will strive to develop their understanding of school governance and the STEAM focus and will continue to evolve through formal training and board development. The Board will seek to bring greater diversity and community support and representation to the academy. The Board will actively engage other individuals who may be interested in joining the Board of Directors. Specifically, the Board intends to grow to include at least one parent, in the hopes of ensuring that the perspective of parents and students will be well represented at each board meeting. Over time, the Board will always include a majority of individuals who are employed in STEAM fields. It will include one parent and individuals knowledgeable about education, finance, law, and property management. The Board will strive to maintain between 9 (minimum) to 15 (maximum) members, so that decision-making and support is consistent and well thought-out. The Board will engage with a company or association that has successful experience with charter school board development and governance and the strategic planning process.

Academy Leadership Team

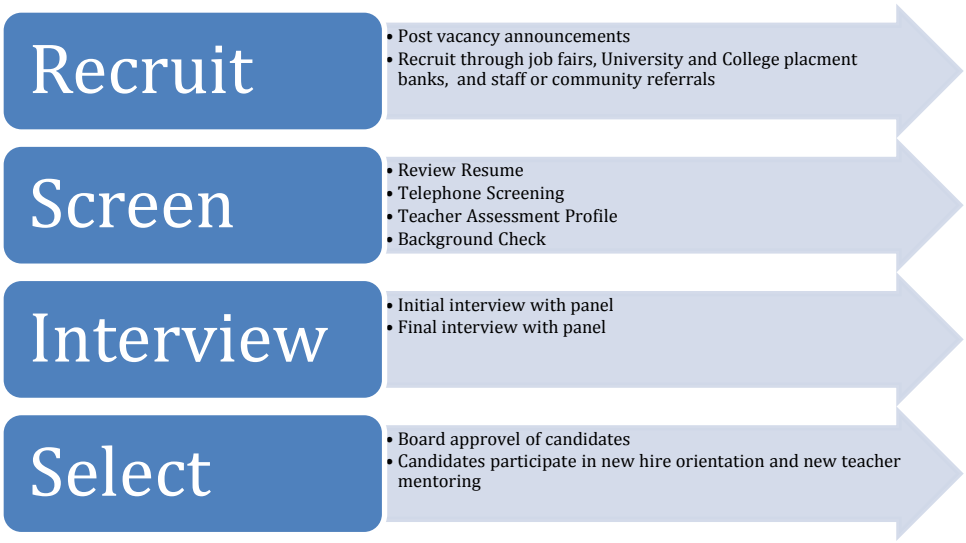
The Oscar Palmer Robertson Academy leadership team will include the Academy Director and Assistant Academy Director. Job descriptions for each leadership role are provided in Attachment A. It is the intent of Yvonne Bullock, Ph.D., who is the founder and developer of this academy to serve as the Academy Director. The Academy Director will select the Assistant Academy Director once the charter application is approved. The Academy Director, Assistant Director, and two Board Directors will work diligently to recruit highly qualified staff and

compile recommendations for the Board. The Board will approve the hiring of all staff by June 30, 2015. All staff will participate in professional development one month prior to the opening day of school.

Staff Recruitment

Recruiting and retaining high quality staff will be critical to the success of the academy. Several measures will be taken to ensure that the best and most qualified teachers are selected to educate students enrolled in the academy. The quality of teachers is the strongest predictor of student achievement. Students who are At-Risk of failure, disadvantaged, have limited English proficiency or special needs require the best and most qualified teachers to ensure their academic success. The demographics of surrounding schools of this academy indicate a significant percentage of minority students and students in poverty. There is a higher percentage of limited English proficient and students with special needs in the surrounding school districts compared to the state. The performance data of surrounding schools indicate that an academic achievement gap persists between minority students, students in poverty, limited English proficient and special needs students and their peers. Minority and low income students still lag behind in state and national tests. Nationally, low income, minority, and special education students as well as students who are non-native English speakers tend to achieve at lower levels than students overall (Oregon, 2012). Oscar Palmer Robertson Academy recognizes that the majority of students who will likely enroll in the academy will be minority and students in poverty. The academy acknowledges how crucial the selection and recruitment process will be to the academic success of all students. The academy is committed to ensuring that highly qualified and highly effective teachers are placed and retained in every classroom.

The Board will be actively involved in the staff selection process and particularly involved in interviewing prospective candidates and making final hiring decisions. There are four essential steps of the selection process which include: 1) Recruiting applicants; 2) Screening applicants; 3) Interviewing applicants; and 4) Selecting applications. The selection process is outlined below:



C. Community Partnerships

Oscar Palmer Robertson Academy is in the initial stages of reaching out to community organizations, businesses, colleges and universities to establish viable partnerships. Prior community exposure and research in the STEAM field was helpful with identifying organizations that will enhance the curriculum and academic focus, provide mentoring and character development, before and after school care, summer programs, field trips, study skills development, tutoring, college and career awareness, resources and materials, and staff professional development. Developing strong community partnerships are critical to the success of the academy. Strong community partnerships will assist the academy with providing full service support for students and their families. Conversations with identified organizations and requests to establish partnerships including letters of supports are in progress. Direct contact was received from the Big Brothers and Big Sisters Organization of Central Indiana, I-STEM, and the National Organization for the Advancement of Black Chemist and Chemical Engineers of Indianapolis. The receptivity of community organizations in recent conversations to support the unique STEAM academy focus is encouraging, and partnerships will be solidified upon approval of the proposed charter. The list of organizations with which the academy is seeking to partner, and the nature of these partnerships are provided in Attachment B.

D. Budget and Financial Matters

The Oscar Palmer Robertson Academy Preliminary Five-Year Budget is provided electronically and on the flash drive. The Oscar Palmer Robertson Academy Preliminary Five-Year Cash Flow Analysis is provided electronically and on the flash drive.These preliminary budgets are estimates of projected needs based on student enrollment and the number of teachers for each projected year. More assistance is needed with the development of the budget to maintain a balanced budget in the areas of food services, transportation and facility lease.

Articles of Incorporation

Education Matters is in the process of securing Articles of Incorporation and 501(c)3 status to operate as a nonprofit organization. Please see the Letter of Engagement in Attachment C.

E. Facility

Contact was made to solicit the assistance of IFF. IFF is a nonprofit lender and real estate consultant dedicated to strengthening communities. The first meeting with IFF was provided to identify prospective locations for the Oscar Palmer Robertson Academy. IFF provided maps that identify high priority needs communities for Grades K-5 (see the map on page 6), and high priority needs communities for Grades 6-8. The maps indicate a need for high quality schools in Zones 4, 10, and 2 on the northeast/far east side of the city. These zones are being considered as potential locations for the Oscar Palmer Robertson Academy because they are not oversaturated with existing charter schools. There is one Charter School in this priority area. There are eight vacant of underutilized buildings in these zones. This high priority needs area has four surrounding school districts to support the student population for the proposed charter school.

F. Transportation

Options for transportation will be considered and more informed decisions will be made after the community survey has been conducted to determine the areas where students reside who are interested in enrolling in the Oscar Palmer Robertson Academy. The academy plans to provide afterschool and extra-curricular programs for students, so options may be considered to sub-contract transportation services with a surrounding school district.

Attachments

The following attachments are included below:

- **Job Description**
- **Community Partnership Matrix**
- **Letter of Engagement**
- **Reference Page**

Attachment A

Oscar Palmer Robertson Academy
Academy Director
Job Description

Reports to: Board of Directors **FLSA Status:** Exempt
The Oscar Palmer Robertson Academy Director will serve as the head of school starting the 2015-2016 school year. The Academy Director is the sole employee of the Board of Directors.

School Description
The Oscar Palmer Robertson Academy is a new public charter school serving students in grades K-8. The first year of operation will be the 2015-2016 school year. It will open as a K-3 academy and will add a grade level in each subsequent school year until the academy reaches full capacity as a K-8 school.

The **mission** of Oscar Palmer Robertson Academy is to nurture the academic and creative talents of students through Science, Technology, Engineering, Arts, and Mathematics (STEAM) with a strong literacy foundation to ensure the achievement of all students, and prepare them for high school, college, and careers in a 21st Century global workforce.

Position Summary
The Academy Director will serve as the head of school and will be an ex officio of all standing committees of the Board of School Directors. The Academy Director will provide a hands-on approach to leadership with directing, planning, managing, and coordinating the overarching vision and mission of the academy. During the start-up operations of the academy and beyond, the Academy Director will select and hire highly qualified persons to serve as members of the faculty and administration. The Academy Director will have direct supervision of faculty and staff and will coordinate the activities of the entire organization. The head of school shall hold regular meetings with the faculty to ensure the effective implementation of the Academy focus. The Academy Director is responsible for seeing that the academy is meeting its educational and organizational goals, and provides support and leadership to all teachers and support staff in the academy. The Director will act as the face of the academy and will maintain and develop professional relationships with the Board of Directors, staff, parents and community partners to enhance community engagement.

Education
Master's degree is required, but a Doctorate Degree is preferred.

Qualifications

- Current Indiana Administrator's license is required
- 5+ years in a school-related leadership role
- Prior experience with school district management
- Prior experience with educating students in an urban environment
- Strong oral and written communication skills
- Ability to manage the multiple situations and possible demands of the various constituencies of the academy

Essential Duties and Responsibilities

- Embody, manifest, and advocate the mission of the academy to all constituents
- Articulate the vision for the school and its future
- Provides oversight of all functions and the day-to-day operations of the academy
- Supervise and provide leadership for all academy faculty and staff
- Ensures the academy is meeting all educational and organizational goals
- Supervise all programs of the school (academic and extracurricular programs)
- Monitor curriculum, grading, testing, and reporting to parents
- Prepare for and conduct periodic program evaluations; to submit reports to external agencies as required
- Work closely with the Assistant Academy Director to ensure appropriate implementation and management of the academy's educational objectives
- Establish disciplinary procedures and standards of conduct
- Work closely with the Assistant Academy Director to create and maintain a safe and nurturing educational environment for all students and staff

Management:

- Ensures that all activities of the academy are conducted in accordance with all applicable state and federal laws
- Ensure compliance with all reporting due to the State and academy's authorizer
- Lead the recruitment and enrollment of students and recruitment and selection of faculty and staff
- Provide to the Board of Directors with various scenarios and possibilities to consider as it does its work focusing on the strategic future of the academy.
- Work closely with the Board of Directors, its chair, and its committees in carrying out established academy policies
- Attend meetings, prepare reports, maintain board records, and keep the Board of Directors informed on all aspects of the academy's operation.
- Advise the Board of Directors on the need for new and/or revised academy policies
- Assists the Board of Directors with contracting outside vendors
- Coordinates the school calendar, late starts, snow days, and make-up days for the academy

Attachment A

Oscar Palmer Robertson Academy
Assistant Academy Director
Job Description

Reports to: Academy Director **FLSA Status:** Exempt

The Oscar Palmer Robertson is seeking an outstanding Assistant Academy Director to work closely with the Academy director in the development of the STEAM focus, enrollment of students, and selection of faculty and staff for the 2015-16 school year.

School Description

The Oscar Palmer Robertson Academy is a new public charter school serving students in grades K-8. The first year of operation will be the 2015-2016 school year. It will open as a K-3 academy and will add a grade level in each subsequent school year until the academy reaches full capacity as a K-8 school.

The **mission** of Oscar Palmer Robertson Academy is to nurture the academic and creative talents of students through Science, Technology, Engineering, Arts, and Mathematics (STEAM) with a strong literacy foundation to ensure the achievement of all students, and prepare them for high school, college, and careers in a 21st Century global workforce.

Position Summary

The Assistant Academy Director will serve as the primary interface between the academy and parents of students. The Assistant Academy Director will have provide direct supervision noncertified staff, students, and afterschool extracurricular activities. The Assistant Academy Director will assist with helping the academy meet its educational and organizational goals, and provide assistance to parents, students, and staff in the academy.

Education

Bachelor's degree is required, but a Master's degree is preferred.

Qualifications

- Current Indiana Administrator's license is required
- 3+ years in a school-related leadership role
- 5+ years teaching experience in an urban school environment.
- Ability to interact with students in a firm, fair and consistent, yet supportive manner
- Ability to manage difficult situations with sensitivity and compassion.

Essential Duties and Responsibilities

- Supervise noncertified staff (classroom assistants, custodians, and cafeteria staff)
- Provide oversight of non-academic concerns of students
- Serve as the primary interface between the academy and parents of students
- Ensure timely and consistent communication with parents/guardians
- Supervise students before, during, and afterschool
- Coordinate all wrap-around services related to student success (on-site clinics, social services, before and after school care, and summer programs)
- Coordinate parent orientations, conferences, and any events outside of the regular academic program
- Provide students and families with referrals to community resources, as needed
- Work closely with the Academy Director to create and maintain a save learning environment
- Works closely with the Academy Director to develop and maintain community partnerships

Attachment B
Proposed Community Partnerships

Name of Organization	Representative from Organization	Address, phone number and email address	Nature of the partnership with the school	Is the letter of support in the application?
Alpha Kappa Alpha Sorority, Indianapolis	Mari A. Swayne President	P.O. Box 88097 Indianapolis, IN 46208 president@akaamo.org	Mentoring and Tutoring	No
Big Brothers, Big Sisters of Central Indiana	Amy Essley Chief Program Officer	2960 North Meridian Street, Suite 150 Indianapolis, IN 46208 317-472-3726 aessley@bbbsci.org	Mentoring Character Education	In progress
Indiana Afterschool Network	Jamie Johnson Vice President	445 N. Pennsylvania Street, Suite 945 Indianapolis, IN 46204 317-822-8211 jjohnson@indiana afterschool.org	After School Programs	No
I-STEM Resource Network	Jennifer L. Hicks, Ph.D. K-12 Science Program Manager	Mann Hall, B041 203 S. Martin Jischke Dr. West Lafayette, IN 47904 765-494-2757 Jenny@istemnetwork.org	Resources, Materials and Professional Development	In progress
Minorities in Mathematics, Science and Engineering	Denise Casey Executive Director	2220 Victory Parkway, Cincinnati, OH 45206 513-556-4018 Denise.casey@uc.edu	Academic Bowls, Engineering and Robotics Competitions and Summer Program	No
National Council on Educating Black Children	Diana M. Daniels Executive Director	3737 N. Meridian Street, Suite 102 Indianapolis, IN 46208 317-283-9081	Mentoring and Professional Development	No
National Organization for the Advancement of Black Chemists and Chemical Engineers	Ayanna U. Jackson, Ph.D. Vice President Indianapolis Chapter	P.O. Box 77040 Washington, D.C., 20013 301-335-0601 aujackso@gmail.com	College and Careers Awareness, Mentoring and Study Skills	In Progress
One Hundred Black Men of Indianapolis, Inc.	Ontay Johnson Executive Director	3901 N. Meridian Street Indianapolis, IN 46208 317-927-1276	Mentoring and Character Development	No

Name of Organization	Representative from Organization	Address, phone number and email address	Nature of the partnership with the school	Is the letter of support in the application?
Orchem Company	Oscar Robertson President Shana Robertson	4927 Beech Street Cincinnati, Ohio 45212 513-874-9700 513-874-3624 www.orchem.org	Mentoring Field Trips Career Awareness	In Progress
Partnership for 21st Century Skills	Barbara Stein Director of Strategic Partnerships	1 Massachusetts Avenue, NW, Suite 700 Washington DC 2000 202-321-6429 1bstein@p21.org	Curriculum development and staff professional development	No
Raytheon Company	John D. Harris III Vice President Business Development CEO, International, Inc.	1100 Wilson Boulevard Arlington, Virginia 22209 703-525-1550	Scholarship funding for EIE MathMovesU Mentoring Career Awareness Math Nights	No
Tech Point Foundation for Youth	Maggie Cline Program Director	5255 Winthrop Ave. Suite 150 Indianapolis, IN 46220 Maggie@TechPointYouth.org	Authentic Projects	No
Turner Construction	Richard A. Blair Vice President & General Manager	733 South West Street Suite 200 Indianapolis, IN 46225 317-829-7600 rblair@tcco.com	Authentic Projects	No
Urban Center for Advancement of STEM Education	Kathleen Marrs, Ph.D. Associate Dean Director of UCASE	IUPUI 420 University BLVD. Indianapolis, IN 46202 317-278-4551 kmarrs@iupui.edu	Curriculum Resources and Professional Development	No

Attachment C
Letter of Engagement to obtain 501(3)

COLEMAN STEVENSON LLP
Legal Counsel

***Via*: Email (y.m.bullock@hotmail.com)**

March 16, 2015

Education Children Matters, Inc.
c/o Yvonne Bullock, Ph.D.
12041 Cholla Road
Fishers, Indiana 46037

RE: Letter of Engagement

Dear Dr. Bullock:

Coleman Stevenson, LLP is pleased to you in obtaining your 501(c)(3) status. This firm's services hereunder will be subject to this engagement letter.

This letter confirms the terms and conditions under which Coleman Stevenson, LLP will conduct itself. Our fees for services will be billed on a flat fee basis. The flat fee amount for this matter will be Two Thousand Five Hundred and 00/100 Dollars ($2,500.00), with half ($1,250.00) due upon the execution of this letter of engagement as a retainer. The retainer does not represent the total cost for our services. The total cost of our services may be less than this or more. The retainer is placed in a trust account which we invoice against. Should the retainer become exhausted, you will be required to submit additional funds. These billing rates are subject to adjustment without notice from time to time by the firm. In certain instances, other factors may be taken into consideration in determining our fees, including, without limitation, the responsibility and liability assumed, the novelty and difficulty of the legal problem involved, whether the firm is requested to issue its formal legal opinion associated with some facet of its representation, the benefit resulting to the client and any unforeseen circumstances arising in the course of our representation.

We will provide you with invoices on a monthly basis. The invoices will describe our services and itemize our expenses in accordance with our standard firm policies. These expenses include such items as photocopying, long-distance telephone charges, cellular charges, facsimile charges, travel and related expenses, computerized legal research, postage and delivery or courier services. If certain major expenses such as printing or filing fees are anticipated to be incurred, we may request that you pay these expenses directly at the time they are incurred.

Payment of each invoice is due upon receipt. Subject to any limitations imposed by the Indiana Rules of Professional Conduct, our firm will be entitled to cease work on any aspect of this representation if any invoices are not paid within thirty (30) days after the invoice is mailed. If we are required to resort to collection proceedings to recover any amounts from you, we will also be entitled to recover all costs incurred concerning such collection proceedings including reasonable attorneys' fees incurred either by us or separate counsel. By signing and returning the additional copy of this letter, you agree that in any such collection proceedings or dispute regarding the attorney-client relationship, venue shall be in the Superior or Circuit Court of Hamilton County, Indiana, or the United States District Court for the Southern District of Indiana, Indianapolis Division, and you consent to the jurisdiction and venue of such court.

You shall have the right at any time to terminate our services upon written notice to the firm. Such termination shall not, however, relieve you of the obligation to pay for all services rendered and costs or expenses incurred on your behalf prior to the date of such termination. As permitted by law, we reserve the right to retain your files until all invoices have been paid in full.

COLEMAN STEVENSON 9101 WESLEYAN ROAD, SUITE 100 · INDIANAPOLIS, INDIANA 46268 *t* (317)875-0400 *f* (317)802-0900 *w* csmlegal.com

We reserve the right to stop performning services hereunder if, among other things, you fail to honor the terms of this engagement letter, you fail to cooperate or follow our advice on a material matter, or any fact or circumstance would, in our view, render our continuing representation unlawful or unethical. If we elect to withdraw from your representation, you agree to take all steps necessary to free us of any obligation to perform further, including the execution of any documents reasonably necessary to complete our withdrawal, and we will be entitled to be paid for all services rendered and costs and expenses incurred on your behalf through the date of withdrawal.

In the event that we use electronic mail at any time to communicate with each other, or with third parties, you acknowledge that we have advised you that electronic mail may be subject to a greater risk of interception or unauthorized access than wire-line telephone communication. If at any time you desire that we not use electronic mail, you will advise us of such desire and we will act in accordance with your instruction. If you do not so advise us, we will assume that you consent to the use of electronic mail for communications between our attorneys (and staff) and you or other persons with respect to your matters and in particular this transaction.

If the foregoing terms and conditions accurately summarize and confirm our understanding, please indicate your approval and acceptance by dating, signing and returning this letter in the enclosed self-addressed envelope. An additional copy of this letter is enclosed for your records.

Should you have any questions or concerns with regard to the matters discussed in this letter, please do not hesitate to contact me.

Sincerely,

Gerald B. Coleman

Yvonne Bullock

By: Yvonne Bullock, Ph.D.

Agreed to and accepted this 16 day of March, 2015.

Attachment D:

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